

AN ERROR ANALYSIS IN WRITING INVITATION CARD



THESIS

**Submitted as a Partial Fulfillment of the Requirements
of Bachelor Degree**

By:

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Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a global language. English is lingua franca of the globe and one of the most demanded languages to learn.¹ It means that language is the most language used to communicate for all countries in the world. In learning English there are four skills that people have to be mastered, those are listening, speaking, reading, and writing. As one of them, writing is a very popular activity in learning English. Raimes said, writing is a skill in which we express the ideas, feeling, and thoughts arranged in words, sentences, and paragraphs using the eyes, brain, and hand.² Writing is an activity when people use their ideas and thoughts, then put them in their writing on paper or other stationaries to express everything. People can share their knowledge and information with readers.

In writing, the most important thing and must be considered in writing English especially for academic purposes are to pay attention to every detail of vocabularies, grammars, tenses used, etc.in writing. Writing requires the learners to understand well of vocabularies, grammars, tenses, and various kinds of rules that exist in English to make it good writing. It makes sense that

¹Aras Bozkurt dan Murat Ataizi, “English 2.0: Learning and Acquisition of English in the Networked Globe with Connectivist Approach”, Vol. 6 No. 2 (2020), p. 155–168, <https://doi.org/10.30935/cedtech/6146>.

²Imelda Wardani dan Abdul Waris, “Improving The ability In Writing Descriptive Text Through Guided-Question Technique”, Vol. 2 No. 1 (2014), p. 1–13,.

writing is obviously the most difficult skill for the second language and foreign-language learners to master.³

If people pay attention to teaching and learning activities at school, they will know that writing is also one of the skills that must be understood by students. Because in English lessons, there are various kinds of text that become students learning material and must be understood by them, or sometimes the teachers will ask students to make work related to the writing project. For example, for genre texts like procedure text, descriptive text, report text, recount text, narrative text, and some product works for short functional texts like invitation card and greeting card.

There are two types of invitation; which are written and spoken.⁴ In this case, the students' errors in writing invitation card will be analyzed related to simple present and future tenses used by them with correct grammar and tenses. The reason why this thesis focused on invitation card because by the simple text product, the English teacher found some errors in students writing. Also, the reason why this thesis focused on simple present and future tenses was because the tenses mentioned were the main tenses used in writing invitation card.

The statements before are also supported by the result of the interview with one of the English teachers at MTsN 1 Bandar Lampung at VIII Grade in the academic year of 2020/2021, Mrs. Tri Asri, S.Pd. It found that there were some

³A. S Choudhury, "Of Speaking , Writing , and Developing Writing Skills in English", Vol. 13 No. September (2013), p. 27–32.,

⁴Sajad Faramarzi et al., "Genre-based Discourse Analysis of Wedding Invitation Cards in Iran", Vol. 6 No. 3 (2015), p. 662, <https://doi.org/10.17507/jltr.0603.25>.

problems in students' writing skill at MTsN 1 Bandar Lampung, especially in choosing vocabulary and using grammar and tenses.

For example of the errors, the English teacher showed some errors made by students in the last lesson that she gave. One of them was, "*She study does not English everyday.*" It was wrong sentence. There was misordering in that sentence in the use of verb. It should be "*She does not study English everyday*". From that example, it found that the student still confused how to arrange the sentence into the correct tense.

Another example that given by the English teacher mentioned, she showed that another student wrote a sentence as, "*We not read a book*". It was also wrong sentence where it should be written as "*We do not read a book*". The student did not put *do* as *auxiliary verb* in the simple present tense sentence.

Based on the statements before, in investigating the writing skill of EFL students, this research focused on analyzing students' errors in using simple present and future tenses in writing invitation card. In addition, this research focused on analyzing students' grammatical errors, because grammatical knowledge known as the main part of written text, students determine their creativity and fluency in writing, and in producing sentences that have good and correct structures.

Meanwhile, there are some previous researches about similar objects. Those are; the first, the research conducted by Rohmah with the title is An Error

Analysis of Using Simple Present Tense in Descriptive Text Written by the Tenth Grade Students of MAN 1 Surakarta Academic Year 2015/2016.⁵

The second, the research conducted by Ritonga with the title is Improving Students' Ability in Writing Sentence in Present Future Tense Through Mix-Freeze Group Strategy at First Grade of Madrasah Aliyah Pondok Pesantren Darussalam Parmeraan Padang Lawas Utara.⁶

The third, the research conducted by Jannah with the title is Developing Invitation and Greeting Card Materials Dealing with the 2013 curriculum of the Eighth Grade at SMPN 2 Sungguminasa, Gowa.⁷

Based on the previous researches above, it found that those researches have similarities with this research. They have similarities in researches about Error Analysis in using Simple Present Tense, using Future Tense, and about Invitation Card. Meanwhile, this research will analyze about an error analysis of grammatical errors in using simple present and future tenses in writing invitation card.

According to the statements before, the title of this research conducted as, *"An Error Analysis in Writing Invitation Card at the First Semester of the Eighth Grader at MTsN 1 Bandar Lampung in the Academic Year of 2020/2021"*. It analyzed the grammatical errors in using simple present and

⁵ Laela Hayati Rohmah, "AN ERROR ANALYSIS OF USING SIMPLE PRESENT TENSE IN DESCRIPTIVE TEXT WRITTEN BY THE TENTH GRADE STUDENTS OF MAN 1 SURAKARTA Submitted as a Partial Requirements for the Undergraduate Degree in Educational Program", 2017.

⁶ Mirna Ritonga, "Present Future Tense Through Mix-Freeze Group", n.d.

⁷ A Thesis dan Raodhatul Jannah, "DEVELOPING INVITATION AND GREETING CARD MATERIALS DEALING WITH 2013 CURRICULUM OF THE EIGHTH GRADE AT SMPN 2 SUNGGUMINASA, GOWA", No. 20400113061 (2017).

future tenses in writing invitation card by students made based on surface taxonomy strategy by James.

B. Identification of the Problem

Based on the background above, the identification of the problems of this study were:

1. Some students still have many errors in writing their short functional text.
2. Some students still have many errors in using simple present and future tenses.
3. The students still have difficulties in their short functional text writing.
4. The students still have difficulties in their simple present and future tenses.

C. Limitation of the Problem

This study focused on error analysis in writing invitation card, especially in the use of simple present and future tenses. Meanwhile, grammatical errors were based on surface strategy taxonomy by James.

D. Formulation of the Problem

According to the statements above, the formulation of the problems were:

1. What are the types of errors that are made by the students in using simple present and future tenses in writing invitation card at the first semester of the eighth grader at MTsN 1 Bandar Lampung in the academic year of 2020/2021?

2. What are the proportions (frequency and percentage) of errors that are made by the students in using simple present and future tenses in writing invitation card at the firstsemester of the eighth grader at MTsN 1 Bandar Lampung in the academic year of 2020/2021?

E. Objective of the Research

The objectives of the research were:

1. To find out the most common errors made by students in using simple present and future tensesin writing invitation card.
2. To find out proportions (frequency and percentage) of errors made by students in using simple present and future tensesin writing invitation card.

F. Use of the Research

It is hoped that the result of the research can be used as:

1. For English teachers, it can help them to find out where students usually do errors in the grammar of writing English and make teachers more eager to correct any shortcomings of students in learning English.
2. For the students, it can help them to know where were their errors and make them be more focused and detail in writing English well and correctly.
3. For other researchers, it can help them as a source or a reference to make a similar thesis.

G. Scopes of the Research

1. Subject of the Research

The subject of the research was the students of the first semester of the eighth grade at MTsN 1 Bandar Lampung in academic year of 2020/2021.

2. Object of the Research

Object of the research was grammatical errors in writing invitation card.

3. Place of the Research

The research conducted at MTsN 1 Bandar Lampung.

4. Time of the Research

The time of the research conducted in the 2020/2021 academic year.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Writing

1. Definition of Writing

Writing, as the part of the four primary skills: reading, writing, listening and speaking.⁸ Writing is a kind of the productive English skills which people or students have to be mastered in school or to be learned for everyone to learn English. Basically, humans need mediation in conveying something that can not be delivered directly or to share their pieces of knowledge to other people, so they wrote it.

Writing is the most difficult skill, but with more practice, people will be better in writing.⁹ Writing displays symbolic language through the use of graphic signs which can be obtained and learned through continuous conscious effort.¹⁰ Even though the writing skill is the most difficult one, but with lots of learning and practicing, everyone will definitely be able to master it. In this case, for Indonesian as English as a Foreign Language (EFL), they do the communication in written text, not only use their main language but also use foreign language especially English. For examples people in EFL use written English for academic writing, such as writing papers, essays, letters, project reports, articles, journals, thesis, etc.

⁸Muhammad Javed et al., "A Study of Students' Assessment in Writing Skills", Vol. 6 No. 2 (2013).

⁹John Langan, *College Writing Skills with Readings*, 2008 <https://doi.org/10.1017/CBO9781107415324.004>.

¹⁰George Yule, *The Study of Language*, 2005 <https://doi.org/10.1017/cbo9780511819742>.

Writing plays an important role in the production of language which the goal is to mediate global knowledge.¹¹ To describe feelings, entertain, inform, and convince readers are the purposes of writing.¹² It can be told that writing is a thought process in expressing, creating, and organizing ideas. Writing can be identified as the production of written words to produce text, where the result text must be readable and can be understood by people for some activities, such as interaction and communication purposes. People can share everything in their writing.

Based on those definitions above, it can be concluded that writing is one of the primary skills that has many functions and uses in human life. Which can be intended for ENL, ESL, and also for EFL. Writing allows us to express our feelings, ideas, or things that we can not express verbally. So writing is the big part of the key skills for human life, in other words for daily activities that have many functions in daily life.

2. The Process of Writing

Writing is the last result after people study some phases of writing before.¹³ In writing, there are several steps, stages or procedures to be done to have good writing. Writing is processed as an activity that can be

¹¹ Muhammad Fareed et al., "ESL Learners' Writing Skills: Problems, Factors and Suggestions", Vol. 4 No. 2 (2016), p. 83–94, <https://doi.org/10.20547/jess0421604201>.

¹² Harry Brent et al., "Literature and the Writing Process", 1988 <https://doi.org/10.2307/357838>.

¹³ Trudy Wallace et al., "Teaching Speaking, Listening and Writing", No. May (2014), p. 12–21,.

identified in a large way consisting of four major stages, namely planning, drafting, revising, and editing.¹⁴

a. Planning

Planning is when writers think about what is on their mind, what will they say or write in writing. In planning, it is important to think carefully about the main problem in what will people write in their writing. The points are, planning is about how the writers sort facts, ideas, or arguments in their writing.

b. Drafting

When pretty ideas have been gathered in the previous step, the first try at writing is to develop one that can be continued quickly.¹⁵ In this section, it is good to focus on writing fluency to make a draft and not busy think about the exact grammar used.

c. Revising

Revising is the review of the texts found on the text feedback given in the responding stage.¹⁶ Revising is the process of reading and reviewing what people have written before, or it can be said, this section is to review the texts that people made based on the feedback given and conduct an examination to ensure that their writing can be understood by the readers.

¹⁴Jack C Richards dan Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, 2010.

¹⁵Ibid.

¹⁶Ibid.

d. Editing

This part is for tidying up the text that has been created while setting up the end draft for evaluation¹⁷ This is the step when people have edited the writing and made revisions or changes to their writing.

3. The Problems of Writing

There are seven things that cause the problem of writing. Those are¹⁸:

- a. The first factor is the students' motivation or interest. Many students have little motivation in learning English, especially for EFL students. Sometimes students so lazy to write, especially for writing English which is not their main language. This is can cause problems when they try to make an article, essay, etc.
- b. The writing process will also slow down if students in writing English have a limit in vocabulary knowledge. This can cause English learners to not use the correct procedures and the text that they write will feel to have limited words. They are confused in choosing the words for their writing because sometimes they do not know what is the English of their chosen words.
- c. The next problem is the lack of students' ability or knowledge to incorporate various aspects of the English form in the writing they write.

¹⁷Ibid.

¹⁸Dana Adas dan Ayda Bakir, "Writing Difficulties and New Solutions : Blended Learning as an Approach to Improve Writing Abilities", Vol. 3 No. 9 (2013), p. 254–266,.

- d. Simple present tense, which is the very primary sentence in English is the only tense they use in writing. Because simple present tense has the easiest formula.
- e. Students' writing will hard to know because the sentences are quite unstructured.
- f. Students who do not want to share their work with other students can be the next problem. Those students will not get appropriate feedback. Their reluctance to cause no useful feedback from other students.
- g. Finally, students who have limited knowledge in all aspects related to writing can cause problems in writing. When students read their text loudly, they can not differentiate whether they read or wrote was true or false.

B. Grammar

Grammar is a name used to imply many different items.¹⁹ Gerot and Wignel said that grammar is a study of language, about how language is place and how they work together.²⁰ Language users, in this case for English users especially in Indonesia as EFL, have to pay attention to the grammar that they will use. Both written or spoken English can be said well if the writer can make his or her writing using the correct procedures and sequences. Grammar

¹⁹ James D. Williams, The Teacher's Grammar Book, 2006 <https://doi.org/10.4324/9781410613813>.

²⁰Dyah Saraswati, "THE USE OF BOARD GAME TO IMPROVE STUDENTS ' (A CLASSROOM ACTION RESEARCH ON THE EIGHT GRADE OF SMP N 1 BERGAS IN THE ACADEMIC YEAR OF 2014 / 2015) By : STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA", 2015, p. 120,.

combines several language rules that are arranged together to be a good and correct language to be used.

Another theory stated grammar is a body of regulation that explain how words are set or to produce sentences with meanings that are grammatically acceptable.²¹ Grammar is the main element of language. It becomes a link and separator between the sound system of written symbols and the meanings system.²² Grammar related to the abstract system of rules that governs someone language fluency. Students must learn grammar as a component of language. By learning grammar, students will know the rules of the language they will use, whether it is correct or wrong. Grammar is a method of regulation that governs the conventional system and connection of words in a sentence.²³

From the definitions above, it can be said that grammar is a regulation that interconnected so that the language user in the language can be correct for both spoken and written, which contains good and correct language procedures based on good and correct rules for using a language.

C. Tenses

1. Simple Present Tense

The simple present tense as the part of the English tenses which usually uses by the English language users both spoken and written. The simple

²¹Penny Ur, "Course in Language Teaching Practice and Theory: Trainee Book", 1999, p. 142,.

²² Gerald Nelson, An Introduction to English Grammar, 2013 <https://doi.org/10.4324/9781315834139>.

²³H.Douglas Brown, "Teaching by Principles", 2000.

present indicates that a thing was right in the past, is right in the present, and will be right in the future.²⁴ It tells common statements about general facts and truths.²⁵

The simple present tense uses to claim usual or every day.²⁶ Another expert said, we use simple present tense when the action happens regularly, sometimes or never, when we want to state facts, when we want to tell a story that is happening now, and things that will happen in the future.²⁷ So it can be concluded that simple present tense connects to the habits or daily activities and to convers about the prevalent correctness.

The formula of Simple Present Tense:

Table 1

The Formula of Simple Present Tense

(+)	S + V ₁ (+s/es for she/he/it)	
(-)	S + Do/Does + Not + V ₁	
(?)	Do/Does + S + V ₁	Yes, S + Do/Does
		No, S + Do/Does + Not

2. Simple Future Tense

The future tense is piece of the English tenses that apply to tell or explain the planning of events that will happen in future time. The future tense is used to talk regard plans for the future and other future

²⁴B. S. Azar, Understanding and Using English Grammar Third Edition, 2002.

²⁵Ibid.

²⁶Ibid.

²⁷Sargeant, Basic English Grammar Book 2, n.d.

happenings.²⁸ They make a prediction about the future.²⁹ Prediction is a condition when the speaker feels a thing will be right or will happen in the next time.³⁰

The formula of Simple Future tense:

Table 2

The Formula of Simple Future Tense

(+)	S + Will/Shall + V ₁	
(-)	S + Will/Shall + Not + V ₁	
(?)	Will/Shall + S + V ₁ ?	Yes, S + Will/Shall
		No, S + Will/Shall + Not

D. Error Analysis

A process must pass an error. In learning processes and activities, especially in using a foreign language, both spoken and written, one of the most difficult factors in language development are making error and mistake. In developing their skills, students do errors and mistakes frequently. Like other human learning, language learning will make them do mistakes. Especially if those students come from countries as EFL as Indonesia, where English is not their main language. Learners who use English as their second and foreign language often make errors, their errors can be analyzed through error analysis study.³¹ The limited knowledge of the EFL students often

²⁸Ibid.

²⁹B. S. Azar, Loc.Cit.

³⁰Ibid.

³¹Hendriwanto & Sugeng, An analysis of the grammatical errors in the narrative writing of the first-grade students of SMA 6 Yogyakarta, *Journal of Education*, Vol, 6 No. 1, (2013) p.58

makes them commit errors in their writings.³² Error analysis is a sort of linguistic analysis aimed when students make errors as a process. Making error or mistake is a sign that students have not mastered yet or have not understood yet the rules of the language that they have studied.

Error analysis is useful for examining, analyzing, and classifying students' errors from which students' learning problems can be deduced. Because countries that as EFL or ESL do not use English as their main language of activities in every minute. So it is likely they will make errors in using English. Hourani 2008 said that one important source of information for teachers is error analysis. Students errors can be shown through the information provided which is very useful to help teachers to pay attention and correct the errors of their students which will prove the effectiveness of their learning process.³³ From the students' side also hope that their teachers provide feedback which will really help them to become better writers.³⁴ It can be used for teachers to know and understand the errors in which made by their students. It can make students be better English users than before.

To get the data in students' errors there are some moves to analyze. Many experts have already talked about it in their books.

As one of them, Corder suggested five steps in analyzing students' errors, those are:

³²Wenfen Yang, "A Tentative Analysis of Errors in Language Learning and Use", Vol. 1 No. 3 (2010), p. 266–268, <https://doi.org/10.4304/jltr.1.3.266-268>.

³³Selvia Lisa Asni et al., "An Analysis of Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 20 Kota Jambi", 2018 <https://doi.org/10.22437/ijolte.v2i2.5205>.

³⁴Icy Lee, "Error correction in L2 secondary writing classrooms: The case of Hong Kong", Vol. 13 No. 4 (2004), p. 285–312, <https://doi.org/10.1016/j.jslw.2004.08.001>.

- a. Collecting of sample of learner language
- b. Identification of errors
- c. Description of errors
- d. Explanation of errors
- e. Error evaluation.³⁵

While Theo Van Els, et.al stated that those are the steps in analyzing students' errors:

- a. Identification of errors
- b. Description of errors
- c. Explanation of errors
- d. Evaluation of errors
- e. Preventing/Correcting errors.³⁶

From the definitions above, we can said that error analysis is a work to check in identifying, categorizing and depicting errors made by people, or students in this case, which can be in the form of written or speaking skill that carried out aimed at gaining knowledge and information about general difficulties made by learners in their writing.

³⁵Gary etc Barkhuizen, "Analysing Learner Language (Oxford Applied Linguistics) - Oxford University Press, USA (2005).pdf", 2015.

³⁶Hermi, *Grammatical Error Analysis in Recount Texts Made by the Students of Cokroaminoto University of Palopo*, Journal Vol.2, no.1 (University of Palopo: Ethical Lingua, 2015) p.94.

E. The Types of Error

Surface Strategy Taxonomy

By using the surface strategy taxonomy, people can analyze the errors and problems students in learning English in great detail through their designs and patterns of making English sentences.³⁷ The surface strategy taxonomy focuses on how the surface structure changed. Analyzing errors from the surface strategy perspective gives many of hopes for researchers who care about identifying the conceptual cultivates that underlie students' language reconstruction.

To classify the types of error, Dulay stated four kinds of error, those are Error based on Linguistic Category, Error based on Surface Strategy Taxonomy, Error based on Comparative Taxonomy, Error Based on Communicative Effect Taxonomy. From those types of errors, this research wants to classify the students' errors according to the surface strategy taxonomy.

There are four types of surface strategy taxonomy based on Dulay's theory³⁸, those are *omission*, *addition*, *misformation*, and *misordering*. But Carl James has put the categories plus a fifth of his own, it called as *blends*.³⁹

Surface strategy taxonomy consists:⁴⁰

³⁷ Mohammad Hamad Al-khresheh, "A review study of contrastive analysis theory", Vol. 2 No. 6 (2016) <https://doi.org/10.20474/jahss-2.6.5>.

³⁸ Carl James, Errors in Language Learning and Use, 2013 <https://doi.org/10.4324/9781315842912>.

³⁹ Ibid.

⁴⁰ Ibid.

1. Omission

Omission means the nothingness of several things which have to emerge in the sentence. This type of error usually come in the first phase of mastering a second or foreign language. Morpheme content was carrying out the most common of the referential significance of a sentence. Students eliminate grammatical morphemes more often than level words.

The omission is ungrammatical.⁴¹ This type is one of the types of errors that is classified by the absence of an item that must appear in a well-formed utterance.

Incorrect: *She librarian in a library.*

Correct: *She is the librarian in a library.*

2. Addition

The addition is a type of error which are characterized by the presence of an item that must not appear in a well-formed utterance. An additional type can be called as the contrary of omission model.

a) Double Marking

Double marking characterized as the inability to erase certain things that are needed in some linguistic developments yet not in others.⁴² This error typically occurs as a result of failure to eliminate certain things that are required in the text. In most English sentences, some semantic failures as tense can only be masked syntactically.

⁴¹*Ibid.* p. 106

⁴²*Ibid.* p.107

Incorrect: *I did not wrote.*

Correct: *I did not write.*

b) Regularization

Regularization includes overlooking special cases and spreading rules to spaces where they do not make a difference.⁴³ The wrong settings included in the addition category are errors where markers that are usually added to linguistic items are mistakenly added to extraordinary items from a given class that do not use markers.

Incorrect: *The womans sing a song.*

Correct: *The women sing a song.*

c) Simple Addition

Simple addition provides for all increments not describable as double markings and regularizations types.⁴⁴ No specific highlights portray all expansion errors, which are the utilization of a thing that ought not show up in all around shaped utterance.

Incorrect: *A that movie was good.*

Correct: *That movie was good.*

3. Misformation

Misformation is the part of error that uses the wrong form of a structure or morpheme.⁴⁵ Misformation is a kind of error that is portrayed by utilizing some unacceptable type of the morpheme or structure.

Incorrect: *My mother cook pizza every day.*

Correct: *My mother cookspizza every day.*

⁴³*Ibid.* p.107

⁴⁴*Ibid.* p. 108

⁴⁵*Ibid.* p. 108

4. Misordering

Misordering is regularly the aftereffect of students depending on completing ‘word-for-word’ interpretations of local language surface structures when delivering written or spoken expressions in the objective language.⁴⁶ Misordering error is portrayed by the wrong position of morpheme or group of morphemes in the expression. They happen efficiently for both first and second language learning in development that has just been gained. This study focuses on students’ errors at the bound morpheme level.

Incorrect: *I just haven’t yet met you.*

Correct: *I just haven’t met you yet.*

5. Blends

Blends are typical of situations where there is not only one well-defined mark, but more one error made. The learner is uncertain about which of these two targets he has ‘as a top priority’. Those situations called as blend error, sometimes as *contamination* or *cross-association* or *hybridization* error.⁴⁷

Blends are errors when people make a sentence or phrase which is in the wrong way which one is in the one sentence or phrase. They do more than one error in one sentence or phrase.

Incorrect: *The painting so beautifully.*

Correct: *The painting is so beautiful.*

⁴⁶*Ibid.* p. 110

⁴⁷*Ibid.* p. 111

F. Short Functional Text

Cameron and Myers stated short functional text as the particular content that gives explicit data and plays out an everyday undertaking.⁴⁸ Here are some examples and the purposes of the kind of short functional text. The short functional text has many uses and benefits for daily life. Command uses to give instructions or orders that can be either obligations or suggestions to others to do something, the direction is useful for giving directions to go to some places, shopping lists help people to show some things list to remember, a short message is a short text that is useful for leaving messages or conveying something when we can not deliver it directly, invitation card uses to invite people to particular events, announcement uses to tell something to people or public in one view, the label is useful for knowing what is contained in the product, the brochure is useful for providing information or advertising to the public, e-mail is useful for giving messages, notifications, announcements, through digital internet objects, greeting cards that use to express feelings to the intended person based on certain situations, etc.

G. Invitation Card

1. The Concept of Invitation Card in Writing

Based on English Oxford Living Dictionaries, an invitation is a written or spoken solicitation welcoming somebody to head off to some place or to perform something. Al-Ali stated that invitation is a dedicatory social

⁴⁸ Aulia Hindasah, "IMPROVING STUDENTS' WRITING SKILL FOR AN INVITATION TEXT USING RAFT STRATEGY IN MTs NURUL HUDA SEDATI", 2018.

activity having the capacity of advising and mentioning the presence or interest of individual merciful and politely to somewhere, gathering, amusement, etc., or to accomplish something.⁴⁹ IKAPI' member said that the goal for making invitation card is asking the target person to members or partake in the occasion.⁵⁰ The school curriculum by the Ministry of Education and Culture states the invitation text or card is a kind of some texts that must be studied by junior high school, especially in the eighth grader.

We can concluded that invitation is a type of text in the form of a card or written invitation that have to be learned in junior high school, in the 8th grade, where the functions of invitation card are to send requests to other people to do something or to ask the intended person to come to a particular event.

2. The Generic Structures of Invitation Card

According to the explanations from the teacher in MTs Negeri 1 Bandar Lampung, the generic structures of invitation card are:

a. Heading or Salutation

- Event title
- The inviter or the receiver' name

⁴⁹Sajad Faramarzi et al., Loc.Cit.

⁵⁰Aulia Hindasah, Loc.Cit.

b. Body

- Orientation
- Occasion or event
- Date of the event
- Time of the event
- Place of the event
- Additional information or picture

c. Closing

- Closing statement
- The inviter or the receiver's name

3. Some Expressions in Invitation Card

- I'd like to invite you to...
- Please come and join us on...
- Come to our...
- Mr. And Mrs. William invite you to...
- You are invited to...
- Etc.

4. The Language Features of Invitation Card

There are some language features used in invitation card⁵¹. Those are;

- Uses detail date, time and place
- Uses persuasive words.
- Uses recipients.
- Uses present and future tenses

5. The Social Function of Invitation Card

According to the English syllabus in curriculum 2013, the social function of invitation is to doing the interpersonal relationship with other people using the text of invitation card.

6. Types of Invitation Card

According to the English syllabus in curriculum 2013, there are some kinds of invitation cards that students must know. Those are;

- | | |
|----------------|--------------|
| a. Birthday | d. Wedding |
| b. Graduation | e. Baby Born |
| c. Anniversary | f. Meeting |

⁵¹*Ibid.*

7. The Examples of Invitation Card

a. Birthday



Picture 1

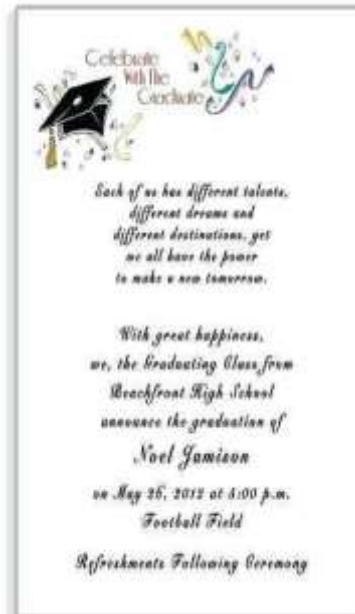
The Example of Invitation Card: Birthday Theme



Picture 2

The Example of Invitation Card: Birthday Theme

b. Graduation



Picture 3

The Example of Invitation Card: Graduation Theme



Picture 4

The Example of Invitation Card: Graduation Theme

c. Anniversary



Picture 5

The Example of Invitation Card: Anniversary Theme



Picture 6

The Example of Invitation Card: Anniversary Theme

d. Wedding



Picture 7

The Example of Invitation Card: Wedding Theme



Picture 8

The Example of Invitation Card: Wedding Theme

e. Baby Born



Picture 9

The Example of Invitation Card: Baby Born Theme



Picture 10

The Example of Invitation Card: Baby Born Theme

f. Meeting



Picture 11

The Example of Invitation Card: Meeting Theme



Picture 12

The Example of Invitation Card: Meeting Theme

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